DOCUMENT RESUME

ED 314 585 CE 053 507

TITLE Special Answers for Special Needs. A Guide to Available 353 Resources.
INSTITUTION Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.
PUB DATE Aug 89
NOTE 50p.
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Education; Adult Students; *Audiovisual Aids; Competency Based Education; Correctional Education; *Curriculum; Disabilities; *Educational Resources; Employment Potential; English (Second Language); Family Programs; Individual Needs; Job Skills; Literacy Education; Older Adults; Postsecondary Education; Program Administration; *Research Projects; Second Language Instruction; Staff Development; Student Evaluation; *Teaching Methods; Technological Advancement; Volunteers; Writing Instruction
IDENTIFIERS 353 Project

ABSTRACT

This document is an annotated guide to resources such as curriculum guides, teaching methods, research projects, demonstration projects, audiovisual materials, and manuals for use in adult education. The listings are divided into 15 sections that cover the following topics: adult education program management; adults with disabilities; competency-based adult education; corrections education; employability; English as a second language; evaluation; family literacy; life skills; literacy; older persons; staff development; teaching writing; technology; and volunteers. Each listing describes the material and provides information on contact person and address, format, and price. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

S-7

Clearinghouse on Adult Education

U.S. DEPARTMENT OF EDUCATION DIVISION OF ADULT EDUCATION WASHINGTON, DC 20202

ED314585

AUGUST 1989

Special Answers for Special Needs

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE053507

A GUIDE TO AVAILABLE 353 RESOURCES

BEST COPY AVAILABLE

INTRODUCTION

Section 353 of the Adult Education Act requires each State to use at least ten percent of its Federal adult education grant to fund "special experimental demonstration projects and teacher training." While some projects do not develop materials or products, e.g., teacher training workshops, many projects develop materials such as specialized curricula that may be useful for other adult education programs in other States. Many products have been used on a Statewide basis, but only rarely have materials crossed State lines.

Staff members in the Division of Adult Education have reviewed products of Section 353 projects in selected categories. The review was primarily to explore the variety of target populations being helped to better understand the total scope of the problem rather than to establish standards of excellence. Hence the title, **Special Answers for Special Needs.** The products listed on the following pages are not specific to a site or State and are available from the project site, the State director of adult education, or from sources such as ERIC. The most recent additions to Special Answers for Special Needs have an asterisk* next to them.

We hope that people in the field of adult education will find that some of these products of special projects will be appropriate for their own special needs.

TABLE OF CONTENTS

Introduction..... i

Adult Education Program Management..... 1

Adults with Disabilities..... 5

Competency-Based Adult Education.....10

Corrections Education.....11

Employability.....12

English as a Second Language.....15

Evaluation.....26

Family Literacy.....28

Life Skills.....30

Literacy.....31

Older Persons.....33

Staff Development.....34

Teaching Writing.....36

Technology.....41

Volunteers.....45

ADULT EDUCATION PROGRAM MANAGEMENT

ABE CHILD CARE AND TRANSPORTATION SUPPORT SERVICES WORKBOOK

This workbook provides ABE program administrators a mechanism for developing an implementation plan to set up child care and transportation services for ABE students. Each chapter addresses a particular aspect of providing these services: surveying needs, identifying barriers, defining strategies, developing interagency coordination, and putting it all together in an appropriate, workable, community-based plan. At the end of each chapter, a worksheet is provided for completing suggested tasks. Readers are encouraged, at the conclusion of a chapter, to cut out the worksheet and use it to address needs, barriers, and strategies that reflect the local ABE program. This "learn-by-doing" approach should result in an implementation plan, unique to the local program, that addresses the provision of support services to ABE students - 70 pages.

Available from:

Dr. Judy Traylor
Northeast Texas Community College
P.O. Box 13007
Mt. Pleasant, TX 75455

Cost: $6.50

*ADULT DEVELOPMENT - WHAT DO TEACHERS OF ADULTS NEED TO KNOW?

This Florida Atlantic University publication outlines eight adult development models, including Maslow, Rogers, Kohlberg, Nelson, Erickson, Levinson, Loevinger, and Piaget's theories. Stages of each model are clearly presented for use by adult education instructors - 40 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

MARKETING YOUR ADULT LITERACY PROGRAM MANUAL

The "New York-You Can Read" campaign is designed to enable adult educators to market their services better and to reach students who are not currently served. This "how to" manual has been used as part of a two-day workshop, but is also instructive for any adult educator planning a literacy campaign. It covers the basics of marketing, planning a marketing campaign, identifying resources, and evaluating the effort - 58 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

***THE ADULT COMMUNITY EDUCATION ADMINISTRATOR POSITION - A JOB ANALYSIS**

This research by Florida Atlantic University explored the adult/community education administrator position in Florida to determine the knowledge, skills, and attitudes necessary to do the job well. The job analysis procedures, research plan, and findings are presented. Appendices include a generic list of knowledges, skills, and attitudes, as well as an extensive bibliography - 25 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

PROJECT MAPP MANAGEMENT MANUAL

The purpose of the Project Mapp (Maryland Adult Performance Program) Management Manual is to provide program personnel with a reference tool to assist in developing and implementing a process of competency-based adult education (CBAE) in adult basic education (ABE) programs. This manual not only addresses program components that are important to managers, but student related activities that are essential to both managers and instructors who provide CBAE. The first chapter (RATIONALE) presents adult learner characteristics and the reasons why a CBAE approach is preferable to a conventional adult education approach. The second chapter (PROGRAM COMPONENTS) discusses essential concerns regarding the management of a program that includes CBAE elements. Chapter III (STUDENT ACTIVITY FLOW) focuses on the management of student related activities from program intake, through instruction, to exit using a CBAE approach. The fourth chapter (PROJECT MAPP REQUIREMENTS) outlines the minimum requirements each program is expected to fulfill during the piloting phases. Finally, Chapter V (APPENDICES) provides additional resource information including a glossary, bibliography, the Project MAPP Implementation Plan, and a directory of Project MAPP personnel.

Available from:

Jacqueline Brown-Baxter
Specialist in Adult Education
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Cost: $15.00

Note: Manual revisions will be forwarded at no additional cost as soon as they are printed.

STRATEGIES FOR SUCCESS: A STUDY ON ABE STUDENT RETENTION

The study was conducted by Coastal Carolina Community College in Jacksonville, N.C. This summary of the 125 page report contains: A project overview, literature review, survey conclusions, implications of the study, retention strategies and recommendations, and a bibliography - 33 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

***USING CURRICULUM-BASED MEASURES TO MONITOR PROGRESS IN ABE PROGRAMS**

The University of Pittsburgh has developed and tested measures and procedures to monitor reading and writing performance using the ABE curriculum itself. This abridged report introduces the rationale and design of the project and presents findings, conclusions, and recommendations. A 26 page Guide to Using Curriculum-Based Measures with samples of materials and charting procedures is included - 40 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

ADULTS WITH DISABILITIES

A STUDY OF LEARNING AND COPING STRATEGIES USED BY LEARNING DISABLED STUDENTS PARTICIPATING IN ADULT BASIC EDUCATION AND LITERACY PROGRAMS

The project was conducted to identify the learning and coping strategies used by learning disabled adults for reading, spelling, and specific life-skills oriented reading/writing tasks. The report includes a series of instructional strategies and recommendations for instructors who are working with adults known or suspected to have specific learning disabilities.

Available from:

Institute for the Study of Adult Literacy
248 Calderway
University Park, PA 16802
(814) 863-3777

Cost: Cost of reproduction

ABE CURRICULUM MODEL FOR MENTALLY RETARDED ADULTS

Many jobs are available for adults who can perform simple academic and functional skills. Mentally retarded adults who can recognize functional signs, tell time, count money, add and subtract numbers, can find employment in semiskilled jobs. The purpose of this project was to develop a curriculum geared to functional reading and arithmetic needs of mentally retarded adults.

Available from:

Silverio Cuellar
Director of Adult Education
Region XX Education Service Center
1314 Hines Avenue
San Antonio, TX 78208
(515) 271-7611

Cost: Cost of reproduction

ABE FOR THE HEARING IMPAIRED

The purpose of this project was to develop approaches which would be useful in addressing the communication needs of hearing impaired adults attending ABE and ESL classes. A handbook was written which includes an overview of ABE for the hearing impaired; teacher, interpreter, and student responsibilities; a review of assessment instruments; and how to adapt curriculum materials for the hearing impaired. The handbook includes 23 suggestions for working with the hearing impaired adult without the use of an interpreter. A video tape was prepared for staff development use.

Available from:

Nancy Smith
Project Director
College of the Mainland
8001 Palmer Highway
Texas City, TX 77591
(409) 938-1211

Cost: $ 6.50 Handbook
$22.50 Video Tape
$25.50 Handbook and Video Tape

ABE/GED PROGRAMS FOR DISABLED ADULTS

The purpose of the project was to develop a handbook for literacy tutors and instructors who teach adults with disabilities. The handbook is a compilation of information about various handicapping conditions and suggestions for working with students who have disabilities including those with hearing acuity problems, visual impairments, speech and language impairments, learning disabilities, orthopedic impairments, and epilepsy. The handbook also includes a directory of resources and a bibliography.

Available from:

Michael P. Coyle, Director
Library for the Blind and
Physically Handicapped
919 Walnut Street
Philadelphia, PA 19107
(215) 925-3213

Cost: No cost

AN ADULT EDUCATION PROGRAM FOR MENTALLY RETARDED ADULTS

The project developed a curriculum for mentally retarded adults enrolled in adult basic education. The curriculum provides guidelines in general functional skills and independence, academic skills, and personal qualities. Both the curriculum and a final report are available.

Available from:

Barbara Gideon
Director of Adult Education
Midland College
3600 North Garfield
Midland, TX 79701
(915) 686-4567

Cost: Cost of reproduction

AUDIO TAPES FOR VISUALLY IMPAIRED GED STUDENTS

The project purpose was to develop GED study tapes for legally blind students. An integral component was to provide information to orient blind students not only to the test but also to special provisions and options available to those people certified legally blind. Products include 24 ninety minute tapes in five subject areas, a printed referral guide, and a final report.

Available from:

Bette Griffin
Adult and Continuing Education
Department
Harris County Department of Education
6208 Irvington
Houston, TX 77022
(713) 696-8174

Cost: $30.00

CHARACTERISTICS AND INSTRUCTIONAL STRATEGIES FOR ADULTS WITH LEARNING DISABILITIES

This project has two purposes (1) to develop instructional videotapes combined with print materials which will familiarize viewers with the traits and behaviors typically found among adults with moderate to severe learning disabilities and (2) to develop instructional videotapes combined with print materials which will familiarize viewers with methods for accommodating or compensating for the presence of learning disabilities among adults. The intent of the project was to help instructors in Adult Basic Education/G.E.D. programs to work more effectively with their adult students who possess moderate to severe learning disabilities. Two 1/2 inch 30 minute color videotapes with printed materials are available to assist the instructors.

Available from:

Susanna Gilbert
ABE Project
College of Education
University of New Mexico
Albuquerque, NM 87130

Cost: $12.00

***PROJECT UPGRADE: WORKING WITH ADULTS WITH LEARNING DISABILITIES**

This project was designed to conduct a series of workshops for ABE/GED facilitators to prepare them to assist students with reading problems and learning disabilities. The project developed a 93 page resource manual which includes current literature on adults with learning disabilities, analysis of tests commonly used in ABE programs and other tests pertinent to adults with learning problems, resources and materials, behavioral characteristics of learning disabled adults, learning styles and theory, remediation techniques and intervention theory.

Available from:

Dr. Joseph P. Herbert, Jr.
Project Director
Manhattan Adult Learning and
Resource Center
2031 Casement Road
Manhattan, KS 66502
(913) 776-4511

Cost: $5.00

RESOURCES FOR EXCEPTIONAL ADULT EDUCATION: AN ANNOTATED BIBLIOGRAPHY

This project conducted at Florida Atlantic University, Boca Raton, FL, was designed to address the need for a comprehensive bibliography of materials that could be helpful to adult educators working with exceptional adults. The bibliography includes citations of resource materials, assessment materials, training guides, curriculum guides, research findings, films, and general information.

Available from:

Dr. Lucy Guglielmino
Florida Atlantic University
N. Broward Campus
1515 W. Commercial Boulevard
Ft. Lauderdale, FL 33309
(305) 776-1240 x4207

Cost: $5.00 per copy

STRATEGIES FOR TEACHING ADULTS WITH LEARNING DIFFICULTIES

The purposes of this project were to develop materials and a screening instrument to determine if characteristics common to those with learning difficulties are present in adults in ABE programs and, if so, to to prescribe specific materials and methods known to be successful in instructing such individuals. The project focuses on reading from zero to fourth grade level. The Screening Test for Adult Learning Difficulties (STALD) is designed to be administered by supervisors, adult education teachers, or volunteer tutors within a time frame of 35 to 45 minutes.

The products developed include a Handbook containing the Screening Test for Adults with Learning Difficulties, instructions, interpretation of test results, remediation charts, and instructional resources. A video tape of administration of the STALD and a video tape of a lesson using the Basic Angling Practice Book curriculum are also included.

Available from:

Jim Morgan
Project Director
Region IX Education
Service Center
301 Loop 11
Wichita Falls, TX 76305
(8187)322-6928

Cost: Cost of reproduction

COMPETENCY-BASED ADULT EDUCATION

COMPETENCY BASED ADULT HIGH SCHOOL COMPLETION PROGRAM MANUALS

Brevard Community College in Florida developed a comprehensive instructional program that incorporates State mandated subject area competencies into a CBAE model. Components of this CBAE program can be adopted as a total package or modified to suit local program needs. The following products are available from this project:

(1) CBAE Management Guide for Administrators, Teachers and Counselors - is used as a primary resource for training those new to CBAE as it relates to administrative management of the program.

(2) CBAE Student Services Guide is used in training of counselors and teachers.

(3) CBAE Classroom Management Guide is used in training the teacher or facilitator in CBAE learning procedures and classroom management.

Available from:

Elizabeth Singer
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
(305) 632-1111 x3180

Cost: $3.00 per manual and $1.25 for handling and postage

*PLAN FOR COMPETENCY BASED ADULT EDUCATION (CBAE) IN MONTANA

Montana State University has developed an implementation model for ABE programs including a seven step process from student assessment through program evaluation. A fictitious student named "Mary" is followed through the process to help illustrate CBE approaches - 16 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

CORRECTIONS EDUCATION

A HANDBOOK FOR ESTABLISHING ADULT EDUCATION PROGRAMS IN COUNTY JAILS OF TEXAS

The purpose of this project was to develop a handbook to help adult education administrators plan ABE programs in county jails. The handbook covers the steps required to plan and implement an adult education program including assistance in developing a student-centered curriculum. The handbook lists twelve steps required to establish an ABE program in a county jail.

This curriculum is diverse and includes items that students say they want and need. Subjects covered include job training, problem solving, drug abuse, interpersonal relationships, and consumer education.

Available from:

Doretha King
Coordinator of Adult Education
American Education Complex
Central Texas College
P.O. Box 1800
Killeen, TX 76540-9990
(817) 526-1120

Cost: Cost of reproduction

TEACHING THE HARD-TO-REACH: WORKING WITH RELEASEES AND PROBATIONERS

The project assessed the needs of releasees and probationers and identified effective ways of serving this clientele in adult education programs. A Handbook for Adult Educators was developed.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240
(202) 732-2396

Cost: No cost

EMPLOYABILITY

ABE IN INDUSTRY HANDBOOK

Project staff at Austin Community College developed a handbook which describes a step by step process for establishing cooperative ABE, GED and ESL programs in the workplace. Marketing the adult education program, developing cooperative agreements, conducting needs assessments, and evaluating the cooperative program are some of the components discussed in the handbook.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

ADMINISTERING AND IMPLEMENTING ADULT CAREER COUNSELING SERVICES IN COMPREHENSIVE PUBLIC ADULT AND CONTINUING EDUCATION PROGRAMS IN NEW YORK STATE

This manual was developed to assist adult programs in implementing and expanding services. It provides information to adult program managers on "how to" expand services in a comprehensive manner. Its premise is that the core of a program should be a group career counseling process supplemented by individual counseling activities and coordinated with other group processes such as life skills, intake, and academic counseling activities.

The manual is divided into four sections. Section one outlines procedures for establishing and managing adult career counseling service. Section two discusses counseling adults in career transition.

Section three reviews the role of the counseling staff and Section four describes procedures and materials for conducting a career seminar.

Available from:

ERIC Clearinghouse on Adult,
Career, and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

Order - ED 268321

***IMPROVING WORKPLACE LITERACY THROUGH COMMUNITY COLLABORATION**

This workbook, developed by the National Institute for Work and Learning for the Maryland Adult Education Program, contains a series of practical exercises. It is designed to help a group move from identification of issues related to workplace literacy through the development of action plans in the course of a one-day workshop. A Workshop Leader's Guide is also available.

Available from:

Academy for Educational Development
NIWL
1255 23rd Street, N.W.
Suite 400
Washington, D.C. 20037
(202) 862-8845

Cost: Workbook (45 pages) is $6.00 each/$45.00 for 10.
Leader's Guide (65 pages, plus overhead masters) $12.50.

THE JOB CLUB AND LITERACY EDUCATION PROGRAM MANUAL

Job Club and Literacy Education is a validated New York State program designed to provide basic education skills, job search skills, and job finding skills to the chronically unemployed and the dislocated worker receiving welfare benefits. The manual is divided into two sections: Section one provides an overview of how to establish and manage a Job Club and Literacy Education program. Section two describes how to recruit individuals for the basic skills and Job Club components of the program. Originally funded under the Federal Adult Education Act, this program is now being funded by the State Welfare Program.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240
(202) 732-2396

Cost: No cost

TOOLS OF THE TRADE

This manual was developed by Tuscarora Intermediate Unit Number 11 in McVeytown, Pennsylvania to help communities, with high rates of unemployment, establish a job search program as part of their adult basic education curriculum. Information in the manual describes how to (1) write resumes, (2) fill in applications, (3) develop interviewing skills, (4) construct an effective job search, and (5) find a job. Some of the job seeking skills include researching employment opportunities, information sources, and job leads.

Available from:

Advance
PDE Resource Center
Department of Education
333 Market Street
P.O. Box 911
Harrisburg, PA 17126-0333

(717) 783-9192

Cost: No cost (loan basis only)

ENGLISH AS A SECOND LANGUAGE (ESL)

A HANDBOOK OF THE JOB-SITE ENGLISH PROJECT

Developed by Orange County Public Schools in Orlando, Florida, the project purpose was to cooperate with local businesses and industries to help limited English proficient employees learn English, literacy, and mathematics skills necessary to maintain or advance in their employment. Components for a successful English program with business and industry are outlined. Some of these components are: funding, outreach, needs assessment, curriculum design, materials development, evaluation design, teacher selection and training, and publicity.

Available from:

Shelia D. Acevedo
Curriculum Resource Teacher
Orange County Public Schools
P.O. Box 271
Orlando, FL 32802-0271
(407) 422-3200

Cost: No cost

A WHOLE FAMILY APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE

The project, conducted by Des Moines Area Community College, Ankenny, IA, is directed toward the English language and Cultural adaptation needs of refugee adults and children. The Handbook developed for the project is based on the premise that the needs of refugees can be met effectively and efficiently in a family approach, with parents and children involved in the same setting. The project is still operating and serves parents and children from the international community at Iowa State University as well as refugee families.

Available from:

ERIC Clearinghouse on Adult, Career
& Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

Order - ED 260-779

***ADULT EDUCATION ESL SELECTORS GUIDE: INSTRUCTIONAL RESOURCES FOR LIMITED ENGLISH SPEAKING ADULTS**

The manual is intended to serve the needs of adult ESL instructors and supervisors. The Selector's Guide is a Catalog of Adult Education ESL Materials, including information on literacy, citizenship, and life coping skills. The catalog is divided into three sections. Section I consists of evaluations of 27 instructional systems. Section II has evaluations of 148 supplementary materials. Each evaluation includes a checklist of skills and general information, and a narrative section describing the lesson format, content, and overall evaluation. Field test information for the materials is found following the evaluation of the specific title: Section III contains appendices and includes a list of publishers, video teacher training programs, video and computer instructional programs, citizenship materials, ESL testing materials, and an outline of native language literacy.

Available from:

Mark M. Walsh
Texas A&I University
Center for Continuing Education
Campus Box 147
Kingsville, TX 78363
(512) 595-2861

Cost: $10.00 includes reproduction and handling

ADULT ESL INSTRUCTION: A CHALLENGE AND A PLEASURE

The orientation guide for ESL teachers, developed at Florida Atlantic University, includes an introduction to ESL for adults, a history of ESL instruction, the context and content of teaching ESL, preparing lesson plans, teaching the multilevel class, and assessing ESL students. In addition, ESL activities and drills, teacher self-rating checklist, and textbook evaluation check are included in the appendices.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

ADULT ESL MATERIALS LIST

This list of suggested materials is intended for use in ESL programs, and for ESL adult education teachers and volunteer tutors working throughout the State. Materials for this list were selected based on two criteria: (1) frequently used and highly recommended by teachers in the field of adult ESL and (2) that best represent appropriate content and methodology for adult ESL classrooms. General purpose ESL, special purpose ESL, materials for volunteer tutors, and teacher resources are the four major categories in this list.

Available from:

Illinois ESL Adult Education
Service Center
500 South Dwyer Avenue
Arlington Heights, IL 60005

Cost: $4.25 for reproduction and postage. Make checks payable to CCSD #54

AMERICAN HOLIDAYS

This guide was developed at the Dona Ana Branch Community College, New Mexico State University, Las Crucas, to teach students of English as a second language about American holidays. In this guide, each holiday, major customs, who celebrates the holiday and how, and the significance of the holiday to U.S. history are covered. The units in the guide are divided into two sections: advanced beginning and advanced.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washiington, D.C. 20202
(202) 732-2396

Cost: No cost

***BRIDGES TO ACADEMIC WRITING**

Oakton Community College in Des Plaines, Illinois developed a special composition course, Bridges to Academic Writing, to help high intermediate level adults of limited English proficiency make the transition from survival skills to college level ESL composition courses. The course is designed to instruct students on academic life and ease their adjustment to it. The authors recommend that the materials be used in conjunction with a grammar text. The composition exercises progress step by step from recognition to controlled writing to independent writing. Students are taught basic sentence patterns before moving into paragraphs. The course content includes four units: Simple and Compound Sentences, Basic Complex Sentences, Getting Ready to Write Paragraphs, and Composing Paragraphs. Units 3 and 4 on Getting Ready to Write Paragraphs and Composing Paragraphs were field tested and revised as the result of the testing. Some of the topics included in the four units are: The First Day of Class, Rules and Expectations of Instruction, Classroom Conduct, Study Habits, and Student Services.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

ENGLISH IN THE WORKPLACE FOR LIMITED ENGLISH PROFICIENT ADULTS

This manual, developed by the Fairfax County, Virginia Public Schools, Office of Adult and Community Education, describes the steps necessary to set up an English in the workplace program for custodial workers. The manual outlines a curriculum, provides reproducible hands-on classroom activities, sample lesson plans, fliers, and questionnaires, and offers general and specific resources for teachers to use with limited English speakers.

Available from:

Virginia Commonwealth University
Adult Basic Education Resource Center
1015 W. Main Street
Richmond, VA 23284
1-800-237-0178

Cost: No cost

ESL COMPUTER GAMES AND VOCABULARY CHECKLISTS

This project was developed at Odessa College, Odessa, Texas, to supplement the teacher's classroom activities or to be used with an extended language classroom setting. Teacher-made games and vocabulary checklists (Levels 1-3) were adapted from activities in the classroom and made into ESL software. Eight computer discs for use with the Apple II Computer were developed containing the following games: Concentration (Levels 1-3), Clothes Bingo (Levels 1-3), Body Bingo (Levels 1-3), Furniture Bingo (Level 3), Tic Tac Toe (Levels 2-3), Password (Levels 2-3), and Parachute (Level 3).

Available from:

Maggie Cunningham
Director of Adult Education
Schertz - Cibolo University City - ISD
701 Curtis Avenue
Schertz, TX 78154
(512) 658-5936

Cost: $3.50

***ESL TRIVIA GAME - DON'T STOP LEARNING ENGLISH**

Developed by program directors and ESL teachers in Tempe, Arizona, this game is designed to supplement an ESL program of instruction for students performing at levels I and II. The game contains 100 questions in eight categories: grammar, vocabulary, idioms, literature, history and government, spelling, sentence scramble, definitions, and student responses.

The game board is the shape of a stop sign and was designed especially for this project. Golf tees and metal washers are used as markers.

Available from:

Marcia Hobson-Alderman
Tempe Union High School District
901 North Evergreen Street
Chandler, AZ 85224
(602) 963-1419

Cost: $35.00

***ESL TUTOR TRAINING GUIDE**

Portland Community College in conjunction with contributors from Lane, Chemekata, and Clakama Community colleges, and Oregon State University developed a guide for use in training volunteer ESL tutors. The guide includes five modules: (1) Getting to Know the ESL Student; (2) Total Physical Response; (3) Pronunciation; (4) Conversation Skills: and, (5) Literacy for ESL students. Each module includes an outline, a checklist and a script for the trainer and masters for handouts and overhead transparencies to be used during training. The modules can be used independently or in any combination. Each module represents one hour of training.

Available from:

Office of Community College Services
700 Pringle Parkway, SE
Salem, OR 97310
(503) 378-8515

Cost: $13.00 for all five modules

HANDBOOK OF EFFECTIVE LESSON PLANS

The Handbook of Effective Lesson Plans, developed by Arizona's Pima County adult education school, is a collection of lesson plans for instructors of adults in English as a second language class. The purpose of the manual is to provide teachers with a readily accessible source of practical lesson plans that will complement and supplement their own diverse teaching strategies. The Handbook covers all skill areas and a wide range of topics that can be used by both experienced and inexperienced teachers. The lessons are organized into seven subject areas: English grammatical structure, reading/writing, conversational/oral communication, vocabulary/idioms, coping/survival skills, games, and customs/cultural awareness.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

***I DON'T SPEAK ENGLISH...BUT I UNDERSTAND YOU**

The Center for Literacy in Philadelphia developed a manual, "I Don't Speak English...But I Understand You." The manual was designed to improve Hispanic speaking, writing, reading, and listening skills in a community based adult English as a second language program. The manual is divided into six units: Where We Need to Speak English, Housing, Cultural Differnces, Work, Drugs and Family Values, and Responsibilities--Parenting and Aging. The units in the manual emerged from issues that the students shared in class. Real life activities are presented in a variety of ways emphasizing pronunciation, vocabulary, listening and writing, reading, and comprehension skills. The manual can be used as a resource guide to supplement classroom materials or used as a model for students and teachers to develop new materials.

Available from:

Joan Weinberger
Executive Director
Center for Literacy
3723 Chestnut Street
Philadelphia, PA 19104-3189
(215) 382-3700

Cost: $8.50

IMAGES/IMAGENES SEMBRANDO EL FUTURO

Sembrando El Futuro is a comprehensive five-part bilingual series on effective parenting skills for Hispanic parents. The five-part series includes programs in: 1) prenatal care, 2) child development from 0 to 3 years and child safety, 3) child development from 3 to 6 years and considerations of child abuse and neglect, 4) nutrition and 5) preparing the child to enter the school system. Education materials are produced both in Spanish and in English languages for each half-hour program.

Available from:

New Jersey Network
1573 Parkside Avenue
CN 777
Trenton, NJ 08625
(609) 292-5252

Cost: Cassette tapes are available at cost: 1/2 inch VHS cassette tapes $25 per program or $125 for all five programs and 3/4 inch U-matic cassette, $35 per cassette or $175 for all five programs. Both 1/2 and 3/4 inch cassette tapes must include the cost of shipping and handling.

INTEGRATING ESL AND THE WORKPLACE

Project staff developed a monograph which addresses the process of developing English as a second language (ESL) materials for entry level job situations for non- and limited-English proficient adult education students. Included in the appendices are an annotated bibliography, a sample job description, a sample personal contact form, and a sample performance form.

Available from:

Dr. Harold Beder
The Graduate School of Education
Rutgers University
10 Seminary Place
New Brunswick, NJ 08903
(201) 932-7531

Cost: Cost of reproduction

***IOWA'S ESL STUDENTS: A DESCRIPTIVE PROFILE**

Western Iowa Technical Community College conducted a study to (1) determine what motivates students to attend ESL programs, (2) segment the ESL population into groups based on the way each group is expected to behave with respect to ESL, and to (3) segment the ESL population into groups based on ethnicity describing demographic and motivational variables. First, the study identified seven motivating factors for participating in English as a second language programs. One of the factors identified was "to gain reading and writing skills." Second, the study segmented the ESL population into six clusters: Family Women, The Strivers, Integrating Southeast Asians, Uninterpretable, Least Family Oriented, and Better Educated Temporary Residents. Third, the ESL population was segmented into five language groups: Latin American, Middle Eastern, Southeast Asian, Far Eastern, and European. In the study patterns of motivation and socio-demographic variables were presented that demonstrated a diversified population of ESL students being served in adult education programs. The seven motivational factors that were identified have implications for limited English proficient adults. The study suggests that segmentation based on motivation is affected by ethnicity and that it does cut across cultural groups.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

***ROCK VALLEY COLLEGE PRIVATE SECTOR PARTNERSHIPS FOR ENGLISH LITERACY**

Rock Valley College in cooperation with Rockford Area Literacy Council and the English Language Study Center at Rockford College in Illinois administered the "Private Sector Partnerships for English Literacy" project. The goal of the project was to recruit, provide tutoring, and offer classes for English as a second language literacy students at their place of employment. The project partners negotiated with management in fourteen companies, tested the workforce in two of the companies and provided classes for 106 ESL students in seven companies. All tuition, classroom space, textbooks, and in some cases, work release time were funded by the private sector for 86 of the students. Strengths and problems observed in implementing this project are cited. A major strength of the project is the participation level of limited English proficient workers. Objectives, activities, observations, assessment of workplace programs, and student comments are included in the report.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

STAFF DEVELOPMENT GUIDES ON ENGLISH AS A SECOND LANGUAGE

Training guides and video cassettes were developed by staff members at San Francisco State University to provide background information and guidelines for incorporating the key elements of competency based adult education (CBAE) processes into the beginning and intermediate levels of English as a second language (ESL) classrooms. Both guides include information on (1) modes of instruction, (2) video demonstration, (3) lesson planning, and time management (4) assessment and evaluation, and (5) classroom support services. The emphasis of the video cassettes which accompany each guide is on effective teaching techniques and strategies for organizing instruction in a beginning or intermediate level ESL classroom. The guides may be used by one instructor or small groups of instructors on an individualized basis.

Available from:

San Francisco State University
Center for Adult Education
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1083

Cost: $55 for each guide and video cassette (includes the cost for shipping).

TELL ME ABOUT IT

La Salle University urban center in Philadelphia, Pennsylvania developed a multi-cultural manual designed to give low income minority adult learners from diverse cultures an opportunity to build vocabulary, and to encourage written and oral communication in English. The reading and language activities are intended to be used in a group setting. Both ABE and ESL learners field tested the materials. Topics included in this manual not only give students the opportunity to speak and write about their own cultural experiences, but also give them the opportunity to increase their understanding of other cultures. Ethnic backgrounds of the students displayed in the readings range from Jamaican to Cambodian to Angolan to African - American. "Tell Me About It" can broaden an adult learner's perspective of other cultures.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

THE HAITIAN RETENTION GUIDE

Palm Beach Florida Public Schools developed a Haitian Retention Program to reduce the high drop-out rate among the Haitian students attending English as a second language classes. The purposes of the program are to facilitate learning the English language through extended regular attendance and to help students enter the classroom with as little stress as possible.

As a result of implementing this program, a guide was developed to describe the steps that were taken in establishing the program. Topics in the guide include student retention, student orientation, student needs assessment, curriculum development, and inservice training.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(20202) 732-2396

Cost: No cost

***WE'RE ALL IN THE SAME BOAT**

The Urban Studies and Community Services Center of LaSalle University in Philadelphia developed a curriculum, We're All in the Same Boat. This is a multi-cultural and pre-vocational ESL curriculum designed for intermediate and advanced level ESL students. The field testing of this curriculum was done in a La Salle Urban Center ESL Class, the Camden Learning Center, the refugee ESL classes in Camden, and in Project LEIF (Learning English Through Intergenerational Friendship).

The curriculum is divided into six units that give information about crime, poverty, and prejudice. Also, information on slavery and the Black Civil Rights movement, Hispanics in America (particularly Puerto Ricans) the history of immigration, the tensions between racial and ethnic groups, cultural and racial sensitivity, and safety and union issues are discussed. Many language activities (listening, speaking, writing, reading, grammar, idioms and vocabulary development activities are presented in each chapter. Scenarios are offered in units 2 and 6. Illustrations in the manual will enhance a student's understanding of the subject matter taught as well as provide him or her with opportunities to use discussion and writing skills.

Available from:

Liz Mercer
Urban Studies Center
of La Salle University
20th & Olney Avenue
Philadelphia, PA 19141
(215) 951-1187

Cost: $6.00

EVALUATION

ADMINISTRATOR'S EVALUATION GUIDE FOR ATTAINING VALIDATION IN ADULT EDUCATION

Developed for programs interested in attaining New York State validation, this guide contains: a discussion of the validation process, a 12 step procedure for adult education validation, and a checklist for planning and monitoring evaluations - 85 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

PROJECT EXCELLENCE

This report covers the development and field testing of a statewide evaluation system for Kentucky. Included are: project procedures, criteria selection, staff training, project results, and recommendations. The appendix contains both the U.S. Department of Education's "Quality Standards for Adult Education" and the Kentucky "ABE Program Evaluation Instrument" - 65 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

SOURCE BOOK FOR EVALUATING SPECIAL PROJECTS

This guide was designed to assist New York adult education involved in special projects of all kinds, including staff training programs. It presents a typology of projects and provides practical guidelines and model tools (instruments) for monitoring and evaluating them - 45 pages plus appendices.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

FAMILY LITERACY

COLLABORATION FOR LITERACY (An Intergenerational Reading Project)

Collaboration for Literacy, conducted by Boston University, is a community based reading project which trains college work study students as literacy tutors to provide individualized reading instruction to low reading level adults (0-4 grade levels). Two handbooks were developed. The Administrator's Handbook contains background information on the adult illiteracy problems, the Collaborations program, tutor teaching strategies and experiences, and tutor/adult/child activities.

Technical assistance is available from Dr. Ruth Nickse, Boston University, 605 Commonwealth Avenue, Boston, MA 02215, (617) 353-4667.

Handbooks available from:

Institute for Responsive Education
Publications Department
605 Commonwealth Avenue
Boston, MA 02215

Cost: $6 per handbook

HELP: HOME EDUCATION IN LITERACY AND PARENTING

The twofold purpose of the HELP project was to aid low income, low reading level parents in participating in the local ABE program and to learn how to help their children with school work. Both a guide book and resources for implementing a HELP project were developed. The guide includes a description of recruitment, training and placement of the in-home volunteer tutoring staff, community relationships, networking and plan for dissemination, and project implementation. Resources include the several forms and surveys used for project implementation, lesson plan suggestions, and resources for volunteers.

Available from:

Frances Thompson
Volunteers Clearinghouse
401 Linden Street
Fort Collins, CO 80524

Cost: Approximately $10

INTERGENERATIONAL LITERACY MODEL

This project developed a model and accompanying implementation strategies for involving parents and the community in attacking the problem of illiteracy. A handbook was also developed which includes a core curriculum that delineates the model components and implementation strategies for purposes of replications in other communities. The project provides literacy instruction for parent of pre-school and primary school aged children, provides suggestions of consistent, on-going activities for parents to do with their children at home, and encourages the parents of young children to seek literacy instruction on an individual basis at least once a week.

Available from:

Deborah Stedman
Director, Division of Adult and
Community Education Program
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
(512) 463-9447

Cost: No cost

PROJECT PACT: PARENTS AND CHILDREN TOGETHER

Project PACT resulted in the development of a curriculum for 0-4 level ABE students. PACT materials are intended for use by ABE students who are parents or others who interact with children. The curriculum consists of lessons in life coping skills and parenting skills. The lessons are constructed to be used first by ABE teachers or counselors with the "parent" and then by parent and child at home. The lessons introduce concepts that a child can learn "naturally" and easily from a parent. In most cases the parents may be learning or reviewing the concept themselves.

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

LIFE SKILLS

PERSONAL FINANCES INSTRUCTIONAL AIDS

This resource is a package of 55 easily duplicated forms that are encountered by adult students every day. Included ar: Time cards, Savings Account Passbooks, a Signature Card, Money Orders, a Rent Receipt, a 1040 EZ Income Tax Return, a Driver's License Renewal Application, as well as many other forms. A short Teacher Reference Guide and a list of frequently appearing words are also included - 62 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

A FUNCTIONAL LITERACY CURRICULUM RESOURCE BOOK - LEVELS 0-4

As a means of providing appropriate instructional materials, the project conducted by The Center for Literacy, Philadelphia, Pa, developed a curriculum resource book. The resource book includes 12 topics with suggested lessons for each topic. Lessons are correlated with the Laubach Way to Reading series and are designed for use by trained volunteer reading tutors. Sample lessons and lesson suggestions are meant to be adapted for individual students' needs, goals, and interests; however, sample lessons can be used directly with students.

Available from:

ERIC Document Reproduction Services
3900 Wheeler Avenue
Alexandria, VA 22304-5160
1-800-227-3742
(703) 823-0500

Order - ED #260278

FORMATION OF THE LITERACY COALITION OF HARRISBURG, PA (A How to Guide for Small Communities)

Groups and agencies considering the formation of a literacy coalition will find this "how to" guide of interest. The step by step guide to forming a local literacy council includes chapters on: what to do before submitting a proposal, writing and submitting a grant proposal, design of the coalition, public awareness campaign, and evaluations and recommendations for the future. The project was conducted by Migration Refugee Services of Catholic Social Services in Harrisburg.

Available from:

ERIC Document Reproduction Services
3900 Wheeler Avenue
Alexandria, VA 22304-5160
1-800-227-3742
(703) 823-0500

Order - ED #259198

PROJECT P.R.O.U.D. (People Reading Their Own Unique Dictations)

The project, using the language experience approach, produced a set of six books grouped by reading level which were developed by tutors and students. Accompanying exercises are also included. The final report includes techniques used to train tutor to use the language experience approach.

Available from:

AdvancE
Pennsylvania Department of Education
Resource Center VEIN
333 Market Street, 11th Floor
Harrisburg, PA 17108
(717) 783-9192

Cost: Microfiche copies available at no cost. Paper copies available on a lending basis.

***WIDENING HORIZONS: A GUIDE TO ORGANIZE FIELD TRIPS FOR ADULT STUDENTS**

The Women's Program of Lutheran Settlement House developed and field tested a guide on organizing field trips for adults learners. This step by step guide is based on the premise that field trips are important links between the classroom and the real world, and they provide a forum for development of higher level thinking skills based on concrete, actual events and activities. Information in the guide includes topics such as ideas for trips related to subject matter, sample rules, overcoming barriers to participation, before and after sample educational activities, and a sample letter to potential agencies.

Available from:

Cathy Reilly
Education Coordinator
Lutheran Settlement House
Women's Program
1340 Frankfort Avenue
Philadelphia, PA 19125
(215) 426-8610

Cost: No cost

OLDER PERSONS

***DEVELOPING SUCCESSFUL ADULT BASIC EDUCATION PROGRAMS FOR OLDER ADULTS**

The guide was developed by Randolph Community College, Asheboro, North Carolina, to assist adult educators in planning and implementing successful ABE programs for undereducated adults 55 years of age and over. The first five sections deal with the psychosocial aspects of aging, followed by three sections on the basic education needs and interests of older adults. A basic skills interest indicator resource guide, a curriculum materials resource guide and references of related services are included in the last sections of this guide. The guide for curriculum materials includes topics of interest to older adults such as handwriting, legal services, banking, newspaper, health and insurance. The reading levels of the suggested materials range from 0-8 grade.

Available from:

Jane Moore
Project Assistant
Randolph Community College
Box 1009
Asheboro, NC 27204

Cost: $2.00

STAFF DEVELOPMENT

A LEADERSHIP TRAINING PROGRAM FOR LOCAL DIRECTORS OF ADULT EDUCATION

This two year University of South Florida project developed and tested a competency-based "Extern" training model for administrators. Included in the report are instructional content, a seminar meeting example, final evaluation or report and an extensive appendix containing forms, competency lists, DACUN charts and evaluation instrument - 70 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

COUNSELING THE ABE STUDENT

This short, practical guide is a product of the Connecticut Staff Development Center 310 Project. It discuss a variety of questions concerning the ABE student as a unique counseling client and develops a model for counseling adult learners - 18 pages.

Available from:

Marc Potish
Adult Education Staff
Development Center
Smith School
64 Saint James Street
West Hartford, CT 06119
(203) 674-8388

Cost: No cost

INCREASING READINESS FOR SELF-DIRECTED LEARNING

This manual has been prepared for use by Adult Education teachers in facilitating a self-directed learning (SDL) group. Ten sessions with specific objectives and activities for each session are outlined in the manual. Section I contains the 10 learning modules.

Suggestions are provided for working with small groups in Section II, and Section III provides specific instructions regarding facilitation of the SDL group. A flip chart master list is included in Section IV to assist teachers in preparing for the sessions - 80 pages.

Available from:

Dr. Lucy Guglielmino
Florida Atlantic University
N. Broward Campus
1515 W. Commercial Boulevard
Ft. Lauderdale, FL 33309
(305) 776-1240 x4207

Cost: $5.00

TEACHING WRITING

BASIC WRITING SKILLS - A SEQUENTIAL OBJECTIVE BASED PROGRAM FOR USE IN ABE AND GED PREP CLASSES

A sequence of ten units or "learning packets," each with its own specific measurable learning objective, has been designed to help students master the language arts skills essential for the writing skills portion of the GED examination. Each of the ten units consists of four parts: a pre-test, an explanation of the concept, student exercises, and a post-test. The format used is especially suitable for students who are working independently at their own pace. However, instructor assistance is recommended to help students understand their mistakes and apply the rules presented. An effort has been made to explain concepts as concisely as possible, with the emphasis on application rather than terminology.

Available from:

Adult Education Resource Center
Highline Community College 25-5
P.O. Box 98000
Des Moines, WA 98198-9800
(206) 878-3710 x287

Cost: Contingent upon availability; in any case, limited to cost of reproduction

INTRODUCING WRITING TO GED/ABE STUDENTS

The purpose of this professional development package is to assist GED instructors in developing teaching skills which will help them prepare students for the written essay part of the new GED exam. Research and educators' experiences indicate that the thinking/writing required are most efficiently and effectively communicated through collaborative learning situations where dialogue or discussion expose individuals to different ways of looking at topics. The accompanying video provides an opportunity to observe other GED instructors and tutors working with this process - 40 page Handbook and 1/2 inch VHS video tape.

Available from:

Gregory Bowes
University of New Mexico
College of Education 214
Albuquerque, NM 87131

Cost: $16.00

***LEARNING ABOUT PEOPLE: A CULTURAL WRITING EXPERIENCE**

A basic skills curriculum in the area of English composition (5-8 grade level) which teaches adult learners how to read, write, speak and think in a functional and effective manner across several subject areas. The major thrust of the program is to create an instructional format that will motivate the student into writing by creating high interest and personal desire. The origin of the approach is an extremely successful journalism program called Foxfire. The curriculum content is structured so that learning tasks are accomplished in a step-by-step format that is meant to assure success for the learner. Materials include: a student manual, a teacher's guide, as well as a final report.

Available from:

Annette McAlister
AdvancE
PDE - Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
(717) 783-9192

Cost: Loan basis only

PRACTICAL WRITING INSTRUCTIONS: AN ANNOTATED BIBLIOGRAPHY

The project developed an annotated bibliography to help instructors prepare for the GED Writing Sample. The bibliography is divided into three sections: Section I consists of a review of GED publisher composition texts, Section II consists of a review of non-GED publisher composition texts, and Section III provides the instructor with examples of types of exercises found in the non-GED texts.

Available from:

Merrill Glustrom
Director of Learning Center
Yavapai College
1100 East Shelton
Prescott, AZ 86301
(602) 776-2292

Cost: $10.00

PUBLISHING AN ANTHOLOGY OF ADULT STUDENT WRITING: A PARTNERSHIP FOR LITERACY

The anthology of selected prose and poetry resulted from a statewide writing contest for ABE/GED/ESL Basic Literacy students. The project promoted a greater public awareness of ABE/Basic Literacy Programs and encouraged cross membership and involvement by members of co-sponsoring organizations. The final report describes the stages in the writing process.

Anthology available from:

George E. Rutledge
Project A.B.E., The Little House
619 S. Edgar Street
York, PA 17403

Cost: No cost

Report may be borrowed from:

AdvancE
Pennsylvania Department of Education
Resource Center VEIN
333 Market Street, 11th Floor
Harrisburg, PA 17108

Cost: No cost

TEACHING WRITING TO ADULTS

New York State's Teaching Writing to Adults project has developed a videotape package to train teachers in preparing GED students for Part II of the Writing Skills Test. The package includes: a tape and guide on the writing sample, a tape on teaching the writing process, and a 106 page Inservice Education Manual...all in a custom binder. Tapes are available in 3/4" U-matic or 1/2" VHS formats.

Available from:

Albany Educational TV
27 Western Avenue
Albany, NY 12203

Cost: Contact AET for brochure

THE GED WRITING SKILLS TEST ESSAY - TEACHER TRAINING MANUAL

This training manual was written to supplement a training series conducted by the Adult Education Staff Development Project at the University of Maine. In it are background information about the 1988 GED test, ideas for teaching and assessing writing to prepare students for the test, and samples of classroom materials for you to use. Of particular interest is an extensive annotated bibliography of writing references.

Available from:

Clayton Blood
GED Administrator
Division of Adult and
Community Education
State House Station - No. 23
Augusta, ME 04333

Cost: No cost

THE WRITING WHEEL

The Writing Wheel, a writing skills program for ABE students, was developed by the Tuscarora Intermediate Unit No. 11 in McVeytown, Pennsylvania. The goal of the program was to improve the writing skills of ABE students in a workshop setting through the development of exercises and activities. The program addresses a variety of writing skills. A booklet containing staff guidelines and a book of exercises were developed and can be used as a staff development tool.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

WRITE NOW MANUAL FOR GED INSTRUCTORS

This project developed a flexible and individualized approach to teaching writing skills called **WRITE NOW**. The **WRITE NOW** approach includes a student handbook which consists of 16 chapters on subjects related to the writing process as well as a bibliography and resource lists. An audio cassette and instructor's guide available for conducting staff development workshops are available.

Available from:

George E. Rutledge
Project A.B.E. - I.U. 12
The Little House
619 S. Edgar Street
York, PA 17403
(717) 854-4154

Cost: $10.00

WRITING THE GED ESSAY - A GUIDE FOR TEACHERS AND STUDENTS

The guide consists of ten chapters covering GED essay topics, idea organization, essay writing, and essay scoring. Each chapter includes teacher tips and student instruction, exercises, and practice pages - 90 pages.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

A LANGUAGE EXPERIENCE APPROACH FOR COMPUTER-AIDED INSTRUCTION IN A VOLUNTEER-TAUGHT, COMMUNITY-BASED ADULT LITERACY PROGRAM

The Center for Literacy implemented this project to adapt computer software and tutor training methods for the Language Experience approach and to implement computer-assisted instruction in community-based learning centers and business sites for adult literacy. One product of this project was a curriculum guide to be used by trained tutors who teach on a one-to-one basis. The guide can be used with any make or model computer as long as a word processing program is available.

Available from:

Beverly Woods
The Center for Literacy, Inc.
3723 Chestnut Street
Philadelphia, PA 19104-3189
(215) 382-3700

Cost: $7.00 plus shipping and handling

ADULT BASIC/CONTINUING EDUCATION (AB/CE) COMPUTER COURSEWARE EVALUATION

The North Central Consortium identified high quality AB/CE microcomputer software through user assessment instruments and student field testing. A catalog was compiled to assist AB/CE instructors in selecting software. The following information is provided for each software package: subject area, reading level, applications, hardware required, peripherals required, documentation available, and student and teacher comments. A list of publishers is also provided.

Available from:

Literacy Training Network
College of St. Thomas
P.O. Box 4032
2115 Summit Avenue
St. Paul, MN 55105
Attn: Deb Simmons
(612) 647-5188

Cost: Cost of reproduction

COLORADO GED-ON-TV

The purpose of this special demonstration project was to investigate the feasibility of implementing in Colorado the Kentucky Educational Netowrk's KET/GED video series. A task force was set up to research the feasibility of implementation and make recommendations for an implementation plan and to evaluate the project after completion of its first cycle. This project report discusses: The State and local components; Implementation Plans; Partnerships; Promotion and Outreach; and Outcomes.

Available from:

Colorado Community College and
Occupational Education System
c/o Barbara Sparks
1391 Speer Boulevard
Suite 600
Denver, CO 80204
(303) 620-4000

Cost: $3.00

DISTANCE LEARNING PROGRAM FOR DELIVERY OF ADULT BASIC AND SECONDARY EDUCATION

This project developed and implemented a televised delivery system for GED which complemented and supplemented existing adult education programs. Several products were developed including (1) a Program Implementation Handbook for potential adult education administrators with step-by-step suggestions for setting up an effective program of GED on TV, (2) a Questionnaire for collecting and verifying student contact hours based upon the televised lessons, and (3) a Supplemental Guide to the Math Workbook to assist instructors/support people when working with the students.

Available from:

John Tucker
Odessa College
201 West University
Odesa, TX 79764
(915) 335-6401

Cost: $10.00

***EXPLORING THE AIRWAYS FOR ADULT EDUCATION**

The Fort Smith (Arkansas) Adult Education Center conducted this project to explore the types of equipment and services available to adult educators interested in educational programming by satellite. Some of the information contained in the final report will be useful to adult educators. An edited version of the final report is available. Information contained in the report includes: a list of satellite programs, a glossary of basic terms, and information on purchasing of equipment.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

INNOVATIVE USE OF LIVE INTERACTIVE TELEVISION FOR DELIVERY OF ADULT EDUCATION INSTRUCTION

The purpose of this project was to use live interactive television for the delivery of General Educational Development (GED) instruction. The Interactive Instructional Television Network of the Region IV Service Center broadcast instruction to five pilot sites. The instruction focused on five academic areas which were essential components in preparing adults for the GED Test. The final report, which lists the five objectives and accomplishments of the project, provides the reader with an understanding of the process used to implement the project. Video tapes of the lessons are available from the Region IV Education Service Center.

Available from:

Linda Gibbs
Director, Adult Education
Region IV Education Service Center
P.O. Box 863
Houston, TX 77001
(713) 462-7708

Cost: Contingent upon availability; in any case, limited to cost of reproduction

REGIONAL HIGH-TECHNOLOGY DELIVERY SYSTEM FOR ADULT LITERACY

The Houston Independent School District developed a model for an Adult Literacy High-Technology Delivery System. The goals included (1) completing a high school dropout study; (2) developing a systematic approach and (3) identifying (a) public and private resources, (b) non-literate, out of school youth and adults, (c) basic skills needed for entering the job market, (d) a suitable electronic transmission system, and (e) available instructional materials compatible with electronic systems. The project developed a delivery system and implementation plan for accessing, storing, and transmitting instruction to public and private adult learning sites via electronic transmission systems. An assessment of the achievement of these goals is included in the report as well as a list of 17 recommendations for implementing the model.

Available from:

Pat Sturdivant
Deputy Superintendent for Technology
HISD
3830 Richmond
Houston, TX 77027
(713) 623-5011

Cost: Contingent upon availability; in any case, limited to cost of reproduction

VOLUNTEERS IN ADULT EDUCATION

A HANDBOOK FOR COORDINATORS OF VOLUNTEER LITERACY PROGRAMS

The Handbook, developed at the University of New Mexico, is designed to assist ABE literacy volunteer coordinators in organizing a literacy volunteer program. The Handbook is divided into seven topic areas. The first topic, "Organizing Your Program", emphasizes the importance of having a specific plan and goal. Other topics included are recruitment, training, materials, record keeping, program completion, and recognition.

Available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5515
(202) 732-2396

Cost: No cost

A VOLUNTEER TUTORING PROGRAM IN READING FOR ADULTS

The project developed and implemented a tutor training program to provide tutoring services to persons who are below the ninth grade level and trained volunteers to work with program participants. Materials include a Blueprint for Tutoring Adult Readers, a curriculum Plan, and videotapes designed to help tutors in the instructional areas of sight vocabulary, word analysis, comprehension, and language experiences. The project was conducted at Drake University, Des Moines, Iowa.

Blueprint available from:

The Clearinghouse on Adult Education
U.S. Department of Education
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

Cost: No cost

TEACHING LITERACY: HANDBOOK FOR PROGRAM COORDINATORS, TEACHERS, VOLUNTEERS, AND TRAINERS

The North Harris Community College staff developed a Handbook for adult literacy programs. The Handbook presents a framework for providing instruction to adults who need reading skills. It also serves as a base on which adult literacy instructors can build and refine their own instructional strategies. Topics addressed in the Handbook include: the history of literacy, theoretical views of reading, factors that affect comprehension of text materials, the volunteer movement, the role of volunteers, tutor training, and information about community linkages.

Available from:

Bonnie Longnion
North Harris Community College
200 Lingwood Drive
Kingwood, TX 77339
(713) 359-1660

Cost: No cost